

# GUIDELINES FOR REVIEWING A CORE READING PROGRAM RUBRIC

## Scott Foresman Reading Street Common Core Edition Grade 6

### Final Review

*Directions for use:*

- Thoroughly review the core reading program using the corresponding rubric.
- Only evaluate the individual components that correlate with the grade level to review. (*Note the placement of the “x” within the grade level columns.*)
- Each indicator must receive a score using the following criteria:
  - 2 – Exceeds expectations
  - 1 – Meets expectations
  - 0 – Does not meet expectations(*For any indicator receiving a 0, comments must be provided justifying the score.*)
- Record the total score for each area in the final row for the section.



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<b>INSTRUCTIONAL DESIGN (ID)</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Score</b>	<b>Comments</b> (examples, strengths, concerns, questions)
1. Is there empirical research on this program's efficacy?	X	X	X	X	X	X	X	2	
2. Are resources available to help the teacher understand the rationale for the instructional approach and program strategies (e.g., articles, explanations in the teacher manuals, references, and reliable websites)?	X	X	X	X	X	X	X	2	Has "Anchored Talk" which helps the teacher have guided conversations about text. Also gives scripted dialogue for explanations and think alouds.
3. Does the comprehensive program address the five components of reading (phonological/phonemic awareness, phonics, fluency, vocabulary and comprehension)?	X	X	X	X	X	X	X	2	Each story has evidence and practice of the 5 components.
4. In addition to the five components of reading, are other dimensions of reading such as spelling, writing, oral language, and listening comprehension addressed?	X	X	X	X	X	X	X	2	Other dimensions are covered thoroughly.
5. Is there a scope and sequence?	X	X	X	X	X	X	X	2	The skills and strategies are scaffolded well, but the gradual release of responsibility needs to slow down a bit. It appears that each story has a different comprehension strategy focus, but also multiple ones within. (It might have synthesize, summarize, analyze, visualize, and make connections.)
6. Are goals and objectives clearly stated?	X	X	X	X	X	X	X	2	Objectives are in the top left margin of each section.
7. Are student materials aligned with instructional objective of the lesson?	X	X	X	X	X	X	X	2	
8. Do instructional materials increase in difficulty as students' skills strengthen?	X	X	X	X	X	X	X	2	The expectations increase as students get more and practice.
9. Are all lessons and activities (e.g., whole group, small group, and centers) reading-related?	X	X	X	X	X	X	X	1	
10. Is there a clear and logical organization to the lessons in:									
The order and procedures of each day's lesson?	X	X	X	X	X	X	X	2	
The inclusion of all necessary materials?	X	X	X	X	X	X	X	1	
The consistency of each day's lesson format?	X	X	X	X	X	X	X	2	
Addressing the components of reading every day?	X	X	X	X	X	X	X	2	

11. Is instruction consistently explicit? Is it concise, specific, and related to the objective?	X	X	X	X	X	X	X	1	It is explicit, but the gradual release of responsibility might need to be slowed down a bit.
12. Are teacher directives highly details to ensure accurate implementation?	X	X	X	X	X	X	X	2	Teacher talk is highlighted in blue.
13. Does the lesson format facilitate frequent interactions between teacher and students?	X	X	X	X	X	X	X	2	Opportunities for conversations about the text throughout.
14. Is instruction consistently systematic? Is there a prescribed order for introducing specific skills within each component of reading?	X	X	X	X	X	X	X	1	At times, certain areas seem rushed and that not enough time is spent on developing each skill and/or strategy before moving on.
15. Are there coordinated instructional sequences and instructional routines which include:									
Modeling?	X	X	X	X	X	X	X	2	
Guided practice with feedback?	X	X	X	X	X	X	X	2	Yes, but not labeled as such.
Student practice and application?	X	X	X	X	X	X	X	2	
Cumulative review?	X	X	X	X	X	X	X	2	
16. Are there many guided practice opportunities for explicit teaching and teacher-directed feedback (for typically progressing readers and more for struggling readers)?	X	X	X	X	X	X	X	2	Leveled readers include Before, During, & After activities.
17. Does the program provide clear guidance for the teacher to document student progress and inform instruction?	X	X	X	X	X	X	X	1	Reference to "assessment handbook" with instruction and forms.
18. Does instruction make a clear connection among all five components?	X	X	X	X	X	X	X	2	
19. Is scaffolding a prominent part of the lessons?	X	X	X	X	X	X	X	1	May be too much and too fast at times.
20. Are instructions for scaffolding specific within each lesson?	X	X	X	X	X	X	X	1	May need to have more clarity. Scaffolding exits, but it is not "specific".
21. Are teachers encouraged to give immediate, specific feedback (corrective or positive)?	X	X	X	X	X	X	X	1	There is a section for feedback under oral rereading Day 2 of Read and Comprehend, but only one example.
22. Is differentiated instruction prominent?	X	X	X	X	X	X	X	2	
23. Is instruction differentiated based on assessment?	X	X	X	X	X	X	X	2	Baseline Group Test for initial grouping and regrouping after each unit.
24. Are directions for differentiating instruction specific?	X	X	X	X	X	X	X	1	<u>Publisher's Comment:</u> Reading Street provides specific directions for differentiating instruction and meeting the needs of all students. Differentiation in

									Reading Street follows the Response to Intervention model
25. Is small-group instruction (small teacher-pupil ratio) part of daily instruction?	X	X	X	X	X	X	X	2	Good activities.
26. Are there guidelines for forming flexible groups based on student progress?	X	X	X	X	X	X	X	1	
27. Are enrichment activities included for advanced students?	X	X	X	X	X	X	X	1	<i>Publisher's Comment:</i> Enrichment activities for advanced students are included as part of the small group instruction for the leveled readers. Every nonfiction advanced leveled reader includes a "Now Try This" activity that is designed to extend the concept presented in the leveled reader and provide advanced students with an extension activity that moves beyond the information provided in the leveled reader.
28. Does the program provide instruction for English Learners?	X	X	X	X	X	X	X	2	A lot of scaffolding and tips/activities.
29. Does the program specify for whom it is appropriate (e.g., students on or above grade level, students slightly behind their peers, students more than one grade level behind their peers)?	X	X	X	X	X	X	X	1	Not in whole group.
30. Does the program specify who should provide instruction for accurate implementation (e.g., special education teacher, general education teacher, paraprofessional, or volunteer)?	X	X	X	X	X	X	X	1	Found a specific section for reading coach.
31. Does the program specify the instructional setting (e.g., general education classroom, computer lab, or resource room)?	X	X	X	X	X	X	X	0	No evidence found.
<b>TOTAL</b>								<b>59</b>	

<b>PHONICS (P)</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Score</b>	<b>Comments</b> (examples, strengths, concerns, questions)
1. Is phonics instruction <b>explicit</b> ?	X	X	X	X	X	X	X	1	Directly listed and scaffolded.
2. Is phonics instruction <b>systematic</b> ?	X	X	X	X	X	X	X	1	
3. Does phonics instruction include <b>coordinated instructional sequences</b> and <b>routines</b> ?	X	X	X	X	X	X	X	1	
4. Is phonics instruction <b>scaffolded</b> ?	X	X	X	X	X	X	X	1	

5. Does phonics instruction include <b>cumulative review</b> ?	X	X	X	X	X	X	X	1	
6. Are assessments included to measure and monitor progress in phonics?	X	X	X	X	X	X	X	1	
7. Are symbol to sound (decoding) and sound to symbol (spelling) taught explicitly?	X	X	X	X	X	X	X	1	Each day has a different spelling strategy.
8. Is spelling taught during word learning so students can understand how sounds map onto print?	X	X	X	X	X	X	X	2	
9. Does instruction progress from simple to more complex concepts (e.g., CVC words before CCCVCC words and single syllable words before multisyllabic words)?	X	X	X	X	X	X	X	2	
10. Are reviews of previously taught concepts and words frequent and cumulative?	X	X	X	X	X	X	X	1	In whole group, review is done. Also, the "Don't Wait Until Friday Check Word".
11. Is emphasis placed on fluency practice for each phonics component (e.g., sound identification, CVC blending, word recognition, multisyllabic words, and text reading)?	X	X	X	X	X	X	X	0	Practices fluency but not with phonics component.
12. Are students taught the strategy of chunking when trying to decode multisyllabic words?		X	X	X	X	X	X	1	
13. Does the program provide teacher modeling of a think-aloud strategy to aid in multisyllabic word analysis?		X	X	X	X	X	X	0	No evidence found.
14. Are students taught strategies to read multisyllabic words by using prefixes, suffixes, and known word parts?		X	X	X	X	X	X	2	
15. Is instruction explicit in the use of syllable types (e.g., open, closed, vowel-consonant-e, vowel combinations, r-controlled, and consonant-le)?		X	X	X	X	X	X	0	No evidence found.
16. Is a section of the program devoted to advances phonics (structural analysis) skills?			X	X	X	X	X	2	Found in spelling program.
17. Are advanced phonics skills taught explicitly, first in isolation and then in words and connected texts?			X	X	X	X	X	1	<i>Publisher's Comment:</i> In Reading Street, advanced phonics skills are taught explicitly in weekly word analysis lessons and weekly spelling lessons. Word analysis lessons focus on specific wordstructure skills. Spelling lessons focus on grapheme-phoneme knowledge (alphabetic knowledge) and begin at the sound level and then move to structure and meaning. All lessons involve using words in context.

18. Does the program include spelling strategies (e.g., word sorts, categorization activities, word-building activities, and word analogies)?		X	X	X	X	X	X	0	Activities seem limited to worksheets.
19. Is instruction in the meaning of roots and affixes explicit and do students analyze the relationship of spelling to meaning of complex words?				X	X	X	X	2	
20. Are word parts that occur with high frequency (e.g., un-, re-, in-, and -ful) taught rather than those that occur only in a few words?		X	X	X	X	X	X	2	
21. Are there activities for distinguishing and interpreting words with multiple meanings?		X	X	X	X	X	X	2	
22. Once advanced phonics strategies have been mastered, are they immediately applied to reading and interpreting familiar and unfamiliar connected texts?		X	X	X	X	X	X	1	
23. Are words used in advanced phonics activities also found in student texts?		X	X	X	X	X	X	1	
<b>TOTAL</b>								<b>26</b>	

<b>FLUENCY (F)</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Score</b>	<b>Comments</b> (examples, strengths, concerns, questions)
1. Is fluency instruction <b>explicit</b> ?	X	X	X	X	X	X	X	2	Includes articles to practice and model fluency and also gives fluency development lessons for the teacher to teach specifics.
2. Is fluency instruction <b>systematic</b> ?	X	X	X	X	X	X	X	2	
3. Does fluency instruction include <b>coordinated instructional sequences</b> and <b>routines</b> ?	X	X	X	X	X	X	X	2	
4. Is fluency instruction <b>scaffolded</b> ?	X	X	X	X	X	X	X	2	
5. Does fluency instruction include <b>cumulative review</b> ?	X	X	X	X	X	X	X	1	<i>Publisher's Comment:</i> Fluency instruction in Reading Street includes daily instruction and practice of a specific fluency skill. A weekly cumulative review and assessment is provided on day 5 each week.
6. Are assessments included to measure and monitor progress in fluency?	X	X	X	X	X	X	X	2	
7. Does the program address all dimensions	X	X	X	X	X	X	X	2	

of fluency (speed, accuracy, and prosody)?									
8. Does the program encourage the teacher to model speed, accuracy, and prosody?	X	X	X	X	X	X	X	2	
9. Does fluency practice during letter-sound study and text reading involve the teacher's providing feedback to students?	X	X	X	X	X	X	X	2	Day 4 in each week.
10. Is fluency instruction integrated into each day's lesson?	X	X	X	X	X	X	X	2	
11. Is the decoding strategy taught so that it becomes automatic?	X	X	X	X	X	X	X	1	
12. Are irregular words taught to be recognized automatically?	X	X	X	X	X	X	X	2	Embedded in context of story (recheck Day 5).
13. Is there an emphasis on reading multisyllabic words fluently?		X	X	X	X	X	X	2	Oral vocab-mostly multisyllabic.
14. Are research-based fluency strategies (e.g., timed readings, peer reading, and repeated readings) included?		X	X	X	X	X	X	2	Lots of paired and repeated readings.
15. Is fluency practice introduced after students are proficient at reading words accurately (e.g., in lists, sentences, and passages)?		X	X	X	X	X	X	2	
16. Does fluency practice involve decodable texts (texts that include phonic elements and word types students have previously been taught)?		X	X	X	X	X	X	1	
17. Are both narrative and expository texts provided for students to read aloud?		X	X	X	X	X	X	2	
18. Are teacher prompts included to encourage students to read aloud in order to determine skills application and accuracy?		X	X	X	X	X	X	2	
19. After error correction, are students asked to reread the word, word list, or sentence correctly and then to reread it from the beginning?	X	X	X	X	X	X	X	2	
20. Are students given ample practice opportunities to use text at their independent or instructional level to help build fluency?		X	X	X	X	X	X	2	
21. Is the number of texts at each level sufficient to provide adequate practice opportunities?		X	X	X	X	X	X	2	
22. Does the program clearly show the teacher how to determine independent, instructional, and frustrational reading		X	X	X	X	X	X	1	<i>Publisher's Comment: Reading Street provides instruction for assessing fluency and words correct per minute in order to</i>

levels for individual students?									determine independent, instructional, and frustrational reading levels. A Fluency Progress Chart, Weekly Assessment Charts, and unit-level information for assessing and regrouping are provided to help teachers monitor student progress and make informed decisions about students' reading levels and grouping options.
23. Is there a guide to help teachers calculate fluency rate?		X	X	X	X	X	X	2	
24. Do students have opportunities to time themselves and graph results after rereading the same text?			X	X	X	X	X	1	<i>Publisher's Comment:</i> Reading Street includes a grade level Fluency Progress Chart for students to graph their progress in developing reading fluency across the year.
25. Are there directions for how to pair students for partner reading?		X	X	X	X	X	X	1	Not clear enough.
26. Are students taught a specific error correction to use when reading with a partner?		X	X	X	X	X	X	1	<i>Publisher's Comment:</i> Daily fluency lessons in Reading Street provide teachers suggestions for corrective feedback that students can use with the teacher or when reading with a partner.
27. Is there continuous progress monitoring of oral reading fluency?		X	X	X	X	X	X	2	
28. Is an end-of-the-year fluency goal of correct words per minute given for each grade?		X	X	X	X	X	X	2	Benchmark WCPM given after each story.
<b>TOTAL</b>								<b>49</b>	

<b>VOCABULARY (V)</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Score</b>	<b>Comments</b> (examples, strengths, concerns, questions)
1. Is vocabulary instruction <b>explicit</b> ?	X	X	X	X	X	X	X	2	Introduce, demonstrate, and apply. Amazing words/oral vocabulary in addition to story words and academic vocabulary.
2. Is vocabulary instruction <b>systematic</b> ?	X	X	X	X	X	X	X	2	
3. Does vocabulary instruction include <b>coordinated instructional sequences and routines</b> ?	X	X	X	X	X	X	X	2	Each introduction is the same (introduce, demonstrate, and apply).
4. Is vocabulary instruction <b>scaffolded</b> ?	X	X	X	X	X	X	X	2	
5. Does vocabulary instruction include <b>cumulative review</b> ?	X	X	X	X	X	X	X	2	Interactive review; amazing words.
6. Are assessments included to measure	X	X	X	X	X	X	X	2	



and monitor progress in <b>vocabulary</b> ?									
7. Is emphasis placed on listening and speaking vocabulary?	X	X	X	X	X	X	X	2	
8. Is there emphasis on reading and writing vocabulary?	X	X	X	X	X	X	X	2	
9. Are students exposed to diverse vocabulary through listening to or reading narrative and expository texts?	X	X	X	X	X	X	X	2	
10. Does the program include frequent use of teacher read-alouds using higher level books with explanation and instruction of key vocabulary?	X	X	X	X	X	X	X	2	
11. Does the program include a variety of texts that allow students ample opportunities to engage in wide reading at their independent levels?		X	X	X	X	X	X	2	
12. Does vocabulary instruction occur before, during, and after reading?	X	X	X	X	X	X	X	2	
13. Are a limited number of words selected for robust, explicit vocabulary instruction?	X	X	X	X	X	X	X	2	
14. Are important, useful, and difficult words taught?	X	X	X	X	X	X	X	2	
15. Does the instructional routine for vocabulary include:									
Introducing the word?	X	X	X	X	X	X	X	2	
Presenting a student-friendly explanation?	X	X	X	X	X	X	X	2	
Clarifying the word with examples?	X	X	X	X	X	X	X	2	
Checking students' understanding?	X	X	X	X	X	X	X	2	
16. Are ample opportunities provided to engage in oral vocabulary activities that:									
Repeat exposure to words in rich and multiple contexts?	X	X	X	X	X	X	X	2	
Use everyday language to explain word meanings?	X	X	X	X	X	X	X	2	
Connect word meanings to prior knowledge?	X	X	X	X	X	X	X	2	
17. Are students given multiple opportunities to use new words in reading sentences, paragraphs, or longer texts?	X	X	X	X	X	X	X	1	
18. Is extended instruction provided in multiple contexts to promote word	X	X	X	X	X	X	X	1	Separate student notebooks, journals, practice stations, etc. (No samples to

awareness using word banks, vocabulary logs, writing, semantic maps, concept definition mapping, and word classification?									evaluate.)
19. Are strategies taught over time to ensure understanding and correct application?	X	X	X	X	X	X	X	2	
20. Are meanings of prefixes, roots, and suffixes taught before connecting them to words?		X	X	X	X	X	X	2	
21. Is a strategy to determine word meanings based on meanings of prefixes, roots, and suffixes taught?		X	X	X	X	X	X	2	
22. Are various aspects of word study included (either under vocabulary or word recognition) such as:									
Concepts of word meaning?	X	X	X	X	X	X	X	2	
Multiple meanings?	X	X	X	X	X	X	X	2	
Synonyms?	X	X	X	X	X	X	X	2	
Antonyms?	X	X	X	X	X	X	X	2	
Homonyms?		X	X	X	X	X	X	2	
Figurative meanings?		X	X	X	X	X	X	1	
Morphemic analysis?			X	X	X	X	X	1	
Etymologies?				X	X	X	X	2	
23. Is dictionary use explicitly taught using grade-appropriate dictionaries?		X	X	X	X	X	X	1	
24. Is the use of context to gain the meaning of an unfamiliar word kept to a minimum?	X	X	X	X	X	X	X	2	
25. Is computer technology used to help teach vocabulary?	X	X	X	X	X	X	X	2	
<b>TOTAL</b>								<b>69</b>	

<b>COMPREHENSION (C)</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Score</b>	<b>Comments</b> (examples, strengths, concerns, questions)
1. Is comprehension instruction explicit?	X	X	X	X	X	X	X	2	
2. Is comprehension instruction systematic?	X	X	X	X	X	X	X	2	
3. Does comprehension instruction include coordinated instructional sequences and routines?	X	X	X	X	X	X	X	2	
4. Is comprehension instruction scaffolded?	X	X	X	X	X	X	X	2	
5. Does comprehension instruction include cumulative review?	X	X	X	X	X	X	X	2	
6. Are assessments included to measure and monitor progress in comprehension?	X	X	X	X	X	X	X	2	Uses "cold reads" to assess skill and strategy.
7. Is learning to determine which strategy to use and why (metacognition) part of instruction?	X	X	X	X	X	X	X	2	
8. When a strategy is taught, is it applied frequently so students understand its usefulness?	X	X	X	X	X	X	X	2	
9. Are students asked to apply previously learned strategies to new texts?		X	X	X	X	X	X	2	
10. Is appropriate text provided for students to practice applying strategies?		X	X	X	X	X	X	2	
11. Does program instruction enable students to establish and adjust purposes for reading (e.g., reading to understand, interpret, inform, to enjoy, and to solve problems)?	X	X	X	X	X	X	X	2	
12. Does instruction support the use of multiple, coordinated comprehension strategies?	X	X	X	X	X	X	X	2	
13. Are guided and supported cooperative learning groups suggested as an instructional technique?	X	X	X	X	X	X	X	2	
14. Does instruction begin with the use of short passages?	X	X	X	X	X	X	X	2	Good to use short passages for modeling mini-lessons.
15. Does instruction emphasize that students have a conceptual understanding of beginning, middle, and end?	X	X	X	X	X	X	X	1	
16. Does the program provide prompts for the teacher to guide the students through texts using think-alouds?	X	X	X	X	X	X	X	1	
17. Are models of effective questioning techniques (e.g., Bloom's taxonomy)	X	X	X	X	X	X	X	2	

provided to guide and monitor students' comprehension?									
18. Are there ample opportunities for students to listen to narrative and expository text?	X	X	X	X	X	X	X	2	Weekly paired selections.
19. Is instruction in narrative and expository text structures explicit?	X	X	X	X	X	X	X	2	
20. Are there ample opportunities for students to read narrative and expository texts at independent and instructional levels?		X	X	X	X	X	X	2	
21. Is there a variety of narrative and expository books at the appropriate readability level for student practice?		X	X	X	X	X	X	1	
22. Do texts contain useful and familiar concepts and vocabulary?	X	X	X	X	X	X	X	2	
23. Are there instructional routines for comprehension strategies for use before, during, and after reading (e.g., prediction, story grammar, summarization, graphic organizers)?	X	X	X	X	X	X	X	2	
24. Is the "main idea" strategy taught systematically (e.g., using pictures, then individual sentences, then paragraphs, etc.)?	X	X	X	X	X	X	X	2	
25. Once students have grasped the concept of "main idea," are more complex texts used in which the main idea is not explicit?		X	X	X	X	X	X	2	(Example: 6.6 V2 437 A)
26. Are elements of story grammar (e.g., setting, characters, important events, etc.) taught and used for retelling a story?	X	X	X	X	X	X	X	2	
27. Does instruction focus on discussion story grammar and comparing stories?	X	X	X	X	X	X	X	2	
28. Is story grammar introduced systematically, beginning with simple text that gradually becomes more complex?	X	X	X	X	X	X	X	2	
29. Are students taught to use graphic organizers to illustrate relationships among concepts in text (e.g., story maps, Venn diagrams, and semantic maps)?	X	X	X	X	X	X	X	1	Would use different organizers at times.
30. Are conventions of expository text (e.g., chapter headings, charts, and graphs) taught?		X	X	X	X	X	X	2	
31. Are explicit strategies for interpreting information from charts, graphs, tables, and diagrams taught?	X	X	X	X	X	X	X	2	(Example: 6.1 V 1 p76C Timeline)
32. After instruction, is there systematic									

review of:									
Literal comprehension?	X	X	X	X	X	X	X	2	
Retelling?	X	X	X	X	X	X	X	2	
Main idea?	X	X	X	X	X	X	X	2	
Summarization?	X	X	X	X	X	X	X	2	
33. Does the program provide instruction for students to become self-directed in using comprehension strategies (e.g., rereading, paraphrasing, making explicit connections from text to prior knowledge, underlining and note-taking, and visualizing relationships and events in the text)?		X	X	X	X	X	X	2	
<b>TOTAL</b>									<b>68</b>

<b>STANDARDS ALIGNMENT</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Score</b>	<b>Comments</b> (examples, strengths, concerns, questions)
1. Is clear alignment provided to the Common Core State Standards?	X	X	X	X	X	X	X	1	
2. Is clear alignment provided to the Indiana Academic Standards?			X	X	X	X	X	1	
<b>TOTAL</b>									<b>2</b>

<b>MOTIVATION AND ENGAGEMENT (M&amp;E)</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Score</b>	<b>Comments</b> (examples, strengths, concerns, questions)
Does the program direct the teacher in ways to increase student motivation such as:									
1. Making reading relevant to students' lives?	X	X	X	X	X	X	X	2	
2. Providing meaningful goals for learning from texts?	X	X	X	X	X	X	X	2	
3. Making available a variety of choices (e.g., texts and assignments) that align with instruction?	X	X	X	X	X	X	X	2	
4. Providing opportunities for students to work collaboratively?	X	X	X	X	X	X	X	2	
<b>TOTAL</b>									<b>8</b>

<b>ASSESSMENT (A)</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Score</b>	<b>Comments</b> (examples, strengths, concerns, questions)
1. Are assessments included that teachers can use to guide student movement through the program (e.g., screening, progress monitoring, diagnostic, and outcome measures)?	X	X	X	X	X	X	X	2	
2. Does the program provide teacher guidance in using assessment results to differentiate instruction?	X	X	X	X	X	X	X	1	
3. Do the assessments identify students who are at risk or already experiencing difficulty learning to read?	X	X	X	X	X	X	X	2	
<b>TOTAL</b>								<b>5</b>	

<b>PROFESSIONAL DEVELOPMENT (PD)</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Score</b>	<b>Comments</b> (examples, strengths, concerns, questions)
1. Is adequate time offered for teachers to learn new concepts and practice what they have learned?	X	X	X	X	X	X	X	0	No evidence found.
2. Is there a plan for coaches, mentors, peers, or outside experts to provide feedback to teachers and follow-up assistance as they put new concepts into practice?	X	X	X	X	X	X	X	0	No evidence found.
3. Are teachers taught how to administer and interpret assessments that accompany the program?	X	X	X	X	X	X	X	0	No evidence found.
4. Is program PD customized to meet participants' varying needs (e.g., first-year teachers, coaches, and principals)?	X	X	X	X	X	X	X	0	No evidence found. (Additional training \$3500/day for 30 participants.)
5. Does the PD provide support (e.g., principal checklists, follow-up, in-class modeling, and a CD for viewing model lessons) to facilitate application of content?	X	X	X	X	X	X	X	1	Publisher's Comment: Reading Street provides in-class modeling and online professional development support available 24/7 to provide additional training and follow-up.
<b>TOTAL</b>								<b>1</b>	